



FOUNDATION
PROGRAMME

SELECTION BOOKLET

FOUNDATION

SEMESTER 1

MODULES

2023



Foundation Students (Years 9 & 10)

Module/SPINs Selection	Process Checklist
<p>MODULES: You will need to select three Module sets out of Set A, B, C, D, E, F, G and H. There is no ranking - just choose three you would like to do. These sets will contain coverage for MOST Learning Areas, with the missing areas being covered in your SPINs. Modules occur over term 1 & 2.</p> <p>SPINs: You will select three choices per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections. (You may be moved into a SPIN that you did not select for learning area coverage if it is not included in your SPIN selections). You will need to choose term 1 SPINs and term 2 SPINs.</p> <p>ALL students are required to cover the NZ Curriculum Learning Areas: Arts, Technology, English, Science, Social Science, Maths, Health & PE Learning Areas and Te Reo Māori. Other languages are optional.</p>	<p>You will need to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discuss your choices with your Parents/Guardians and Coach; <input type="checkbox"/> complete your hard copy selections sheet; <input type="checkbox"/> give your choices to your Coach.
	<p>Languages Coverage</p> <p>All Year 9 students will be assigned to a ONE TERM SPIN (in SPIN 2 or 3) of Te Reo Māori in Community based groups.</p> <p>Term 1: Onekiritea Term 2: Waiarohia Term 3: Tiriwa Term 4: Tahere Tikitiki</p>

Literacy & Numeracy (SYMTXT) and ESOL Support
<p>If you are required to participate in an ESOL or SYMTXT SPIN (Literacy/Numeracy Support) this counts as your Maths or English coverage. In some cases literacy and numeracy support will be a short term intervention. Your Coach will know if you need to choose one or more of these.</p>

Big Concepts
<p>We have a termly Big Concept that links your learning across all Modules and SPINs. Every Module and SPIN unpacks this concept giving a broad range of angles on the Big Concept and goes deeper within different Learning Areas.</p> <p>Term 1 - Culture & Diversity/Ngā Ahurea me te Kanorautanga, Term 2 - Relationships/Whanaungatanga</p>

Stationery & Costs
<p>PLEASE NOTE: You need to ensure that you have all of the following general stationery items.</p> <p>Writing Pens, Pencils - 2B, HB, Ruler 30cm, Protractor, Pencil Sharpener, Eraser, Set of Highlighters, Refill, Gluestick, Scientific Calculator.</p> <p>This booklet lists the additional items required for each module and SPIN. You are expected to purchase any additional stationery or equipment required once your timetable is confirmed.</p> <p>Laptop (Internet capable device, chromebook or higher, not an ipad or tablet)</p> <p>In addition to this, some classes may incur a charge towards overnight field trips. Additional information will be provided if relevant.</p>

Foundation Timetable (Years 9 & 10)

	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 Students 9.00 – 9.10	Student Check-In/Hub	Student Check-In/Hub	Staff Professional Learning 8.30 - 9.30am	Student Check-In/Hub	Student Check-In/Hub
9.10 – 10.30 Block 1	Extended Hub	F SPIN 2	HUB60 9:30- 10:30	F SPIN 3	F Module 1
10.30 – 10.50	Interval				
10.50 – 12.10 Block 2	F Module 3	F SPIN 1	Extended Hub	F Module 2	F Module 1
12.10 – 1.30 Block 3	F Module 2	F SPIN 3	PROJECTS	F Module 3	F SPIN 2
1.30 – 2.10	Lunch				
2.10 – 3.30 Block 4	F Module 2	F Module 1	PROJECTS	F Module 3	F SPIN 1

FOUNDATION MODULE Set A

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum Coverage.

This set does **NOT** contain **Arts**, you will need to select at least one **Arts SPIN**

FM1: Social Science (June) Technology - Food (Gabby)	FM2: Science (Ghada) Health & Physical Education (Brydie)	FM3: Maths (Judit) English (Eleanor)
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Set A Descriptions:

Title:	Hītori (History) in the Baking	KAMAR Code:	BAKEHIST
Teachers:	June and Gabby	Learning Areas:	Social Science and Technology (Food)

Description:

Where are you from? How did you get here? What is your whakapapa? How does this connect to how we interact, how we see the world, and how we shape and create outcomes? In this module, we will be exploring the learning areas of Social Sciences and Food Technology, as we develop food concepts through the technological process based on our exploration of cultures from both Aotearoa, and around the world. After all, nothing brings people together like great kai.

Title:	Food for life	KAMAR Code:	FOD4LIFE
Teachers:	Ghada and Brydie	Learning Areas:	Science and Health & Physical Education

Description:

We will be looking at how the human body functions and the internal (physical/mental) influences that impact one's participation in games. These games will target certain systems of the body to enhance a person's well-being. We will be testing foods and drinks to look at what we are really fuelling ourselves with to make sense of how games and nutrition can enhance the functioning of vital organs and muscles in the body. We will also debunk diet, food and exercise myths and explore the effects media/social media and culture in NZ have on the food we eat, how we move and our mental and emotional health. We will then explore the relationship between these theories and applied practical situations. You will design and test games to enhance participation and inclusion.

Title:	JOURNEY	KAMAR Code:	JOURNEY
Teachers:	Judit and Eleanor	Learning Areas:	Maths and English

Description:

Journey is a module for those who enjoy reading and travelling! Storytelling is a critical skill in both Maths and English. In term one, we will be studying numbers (fractions, percentages, decimals) which we will draw from population data from the settings of our novels. You can look forward to using Maths to deepen your understanding of the people, characteristics and cultures of Melbourne, Australia, in the 90s; Birmingham, England, in the 00s; and Auckland, New Zealand, in the 70s. In term two, you will focus on writing travel and planning a dream trip for yourself, down to budget and travel distance!

FOUNDATION MODULE Set B

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum Coverage.

This set does **NOT** contain **Technology**, you will need to select at least one **Technology SPIN**

FM1: Science (Alice) Maths (Tanya)	FM2: English (Toni) Health & Physical Education (Tome)	FM3: Social Science (Nick) Performing Arts - Drama (Jack)
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Set B Descriptions

Title:	Rangitoto	KAMAR Code:	RANGI
Teachers:	Alice and Tanya	Learning Areas:	Science and Maths

Description:

Tiriwa, the Tūrehu chieftain, demonstrated his supernatural powers to the other Tūrehu tohunga by lifting the volcano Rangitoto onto his shoulders, taking huge strides to carry it east over Te Wao Nui a Tiriwa (Waitākere Ranges) to the Waitematā Harbour, and putting it down where it is found today. We will take inspiration from this pūrākau to ask questions about feats of size and strength, about the biology and geology of our local area, and use science ideas, mathematical calculations and algebra to explore and answer them. You will carry out investigations to gather information and use algebra to find relationships.

Title:	You and Me	KAMAR Code:	23UNME
Teachers:	Toni and Tome	Learning Areas:	English and Health & Physical Education

Description:

Let's talk about sex, baby. Let's talk about you and me. Let's talk about all the good things and the bad things that may be. Through the eyes of contemporary short stories, you'll have the chance to explore what relationships look like for different people. You'll learn how to keep yourself safe and how interpersonal skills empower you to be and have great friends. We'll explore a diverse range of experiences and make sense of how different cultures view and experience the nature of relationships. We'll look at barriers and enablers that influence people's participation in physical activity. Relationships & Sexuality Education is integrated into this course. We will evaluate different visual advertising campaigns and generate visual presentations for a display to help others learn strategies to keep themselves and others safe.

Title:	Raruraru	KAMAR Code:	RARURARU
Teachers:	Nick and Jack	Learning Areas:	Social Science and Performing Arts (Drama)

Description:

In this module we will be examining how Māori and Pakeha cultures have interacted in Aotearoa. We will look at conflict and resolution from their first meetings through Te Tiriti, the New Zealand Wars (Ngā Pakanga o Aotearoa) and up until today. You will display this knowledge through both classwork, dramatic performance and devising. In this module you will be writing and performing in groups your own original piece of theatre.

FOUNDATION MODULE Set C

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

This set does **NOT** contain **English**, you will need to select at least one English SPIN

FM1: Maths (Sandesh) Health & Physical Education (Ryan)	FM2: Social Science (Katie) Visual Arts (Jade)	FM3: Science (Cairan) Technology - Hard Materials (Tony)
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Set C Descriptions:

Title:	Game Changers	KAMAR Code:	CHANGERS
Teachers:	Sandesh and Ryan	Learning Areas:	Maths and Health & Physical Education
Description:			
<p>In this module, we are going to explore the impact of culture and diversity on successful sports teams in NZ and around the world. We will focus on a variety of highly successful sports teams and their cultural diversity. We will explore and investigate the identity in sport and physical activities around teams and what it means to be a team member. We want to inquire into the level of cultural diversity in the makeup of these teams and their resulting successes. We will use mathematical concepts in number, measurement and algebra to explore and analyse the data we are able to collect.</p>			

Title:	Art For Life	KAMAR Code:	ART4LYF
Teachers:	Katie and Jade	Learning Areas:	Social Science and Visual Arts
Description:			
<p>How does art reflect the lives of the people in a particular culture, what does it say about them and how does it change when cultures collide? In this module we will investigate different unique cultures and the way they illustrate their cultural difference through traditional cloth painting, patterns and photography. We will focus on cultures of the Pacific and Aotearoa and the changes these cultures have gone through pre and post Te Tiriti o Waitangi.</p>			

Title:	Set in Motion	KAMAR Code:	SIM
Teachers:	Cairan and Tony	Learning Areas:	Science and Technology (Resistant Materials)
Description:			
<p>In this module you will investigate scientific ideas around movement and energy by designing and making kinetic objects. These will be designs that move with some form of energy input. You will learn about some basic physical science concepts of motion and kinematics, and develop an understanding of how to design and carry out an experiment. You will also learn how to plan, create and test a technological outcome, select appropriate materials that may be culturally aligned, and sustainable techniques for making your design. Observing the relationship between current technology and its influence on society will also form part of the development process, and of course evidencing all your mahi along the way.</p>			

FOUNDATION MODULE Set D

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

This set does **NOT** contain **Health & Physical Education**, you will need to select at least one Health & Physical Education SPIN

FM1: Social Science (Sam) English (Raegan)	FM2: Maths (Jess S) Technology - Resistant Materials (Tony)	FM3: Science (Ghada) Visual Arts (Jade)
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Set D Descriptions

Title:	Us and Them	KAMAR Code:	USNTHEM
Teachers:	Sam and Raegan	Learning Areas:	Social Science and English
Description:			
<p>When a group of people sees another group as "different from us", it is known as "Othering". In this module, we will investigate how "othering" affects us as individuals and how it affects humanity in general. We will also ask, "What does the way a person treats others reveal about them?". By the end of the unit, you should be able to use evidence from the unit's literary and informational texts to explain how colonisation and the patriarchy have shaped who we are as a society and the importance of dismantling these.</p>			

Title:	Toy Story 2	KAMAR Code:	TOYS2
Teacher/s:	Jess S and Tony	Learning Area/s:	Mathematics and Technology
Description:			
<p>Aotearoa is a diverse country with numerous cultural roots. Do the toys that we see sold in the stores reflect this? We will use our number and algebra skills to explore a range of ideas and materials to design a non-electronic toy or game that reflects the plethora of backgrounds that is our country. You will draw inspiration from existing toys and traditional tools used in a variety of cultures and will make a functional model of your design that meets an expert stakeholder's design requirements.</p>			

Title:	Sleeping Giants	KAMAR Code:	ZZZGIANT
Teachers:	Ghada and Jade	Learning Areas:	Science and Visual Arts
Description:			
<p>There is a 5% chance of a volcanic eruption in Auckland over the next 20 years. Does your family have a plan for disasters? Can you visualise what a disaster might look like? You will explore natural disasters and their effect on structures and the impact on our society and culture. We will explore aerial photography and sculpture to develop an understanding of the destruction along with the pūrakau behind these sleeping giants. Looking at survival skills, you will be focussing on designing a compact survival kit and designing brochure layouts, exploring its cost and efficiency. It's not a question of if, but when.</p>			

FOUNDATION MODULE Set E

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

This set does **NOT** contain **Social Science** or **Health & Physical Education** you will need to select at least one Social Science and one Health & Physical Education SPIN

FM1: English (Kathryn) Visual Arts (Michelle)	FM2: Science (Brendan) Technology - Food (Gabby)	FM3: Maths (Sally) Technology - DVC (Liz)
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Set E Descriptions

Title:	Survivor	KAMAR Code:	SURVIVOR
Teachers:	Kathryn and Michelle	Learning Areas:	English and Visual Arts
Description:			
<p>What would you do if your culture was under threat from outside influences? How far would you go to protect your way of life and ensure your culture survives? In this module, we will explore stories of challenge and triumph, characters who battle against all odds for survival and cultures that persist or falter along the way. Visual arts will bring these stories to life as we learn by investigating artmaking materials, processes, and techniques, through either painting, printing, or sculpture. We will reflect on our and others' artworks and how they connect and communicate different cultural messages.</p>			

Title:	My Kitchen Laboratory Rules	KAMAR Code:	MKLR
Teachers:	Brendan and Gabby	Learning Areas:	Science and Technology (Food)
Description:			
<p>I'm sure you all know, at a basic level, how we cook and prepare food. Using specific ingredients, applying heat, cooling things down, and how much of each ingredient we use. Do you know why we do this though? It's time to turn the kitchen into your laboratory! In this module you are going to gain a scientific understanding of decisions made when preparing food in New Zealand throughout history. This will include making wild, weird, and wonderful changes to recipes to see just what might happen. Then, using your new found knowledge you will design and create products that are not only a culinary breakthrough but also a scientific one.</p>			

Title:	Bivouac	KAMAR Code:	BIVOUAC
Teachers:	Sally and Liz	Learning Areas:	Maths and Technology (DVC)
Description:			
<p>In this hands on Module you will design temporary shelters for outdoor environments. We will explore pre-european Māori architecture, specifically the technology and practices that were used, to use as inspiration for your design ideas. You will learn about number, algebra and measurement, scale, 2D and 3D, modelling and visual communication techniques such as sketching, drawing, rendering, model making, digital media and photography. You will produce a portfolio of work that shows the development of ideas throughout the Semester. We aim to get out into the outdoors to put your skills into practice.</p>			

FOUNDATION MODULE Set F

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

This set does **NOT** contain **Health & Physical Education** you will need to select at least one Health & Physical Education SPIN

FM1: Science (Andrea) English (Glenn)	FM2: Social Science (Maddy) Visual Arts (Phoebe)	FM3: Maths (Greg) Technology (Rachel)
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Set F Descriptions

Title:	Ecological Intervention	KAMAR Code:	INTERVENE
Teachers:	Andrea and Glenn	Learning Areas:	Science and English
Description:			
<p>The relationships between people and their environments are complex and vary across cultures and time. Extreme environmental conditions and our changing climate can bring about both appreciation for the nature around us and questions as to how humans can intervene appropriately to promote and sustain positive relationships with our environment. In this Module, we will explore these ideas through short stories, articles, and novels. In term 2, we will conduct practical investigations to test how technology can help us address some of these issues.</p>			

Title:	Humans of Hobsonville Point	KAMAR Code:	HUMANSHP
Teachers:	Maddy and Phoebe	Learning Areas:	Social Science and Visual Arts
Description:			
<p>Who are the people of Hobsonville Point? What stories do they have to tell us and what can we learn from them? In this module, you will explore the great diversity of culture in Hobsonville Point both now and in the past. Using photography as a medium, you will generate a zine that communicates the impact of this diversity, the process of colonisation and the on-going relationship with Te Kawerau ā Maki and our whenua.</p>			

Title:	Flying with the wind	KAMAR Code:	FLYINGHI
Teachers:	Greg and Rachel	Learning Areas:	Maths and Technology (DVC)
Description:			
<p>In this module you will be designing and constructing kites, taking inspiration from the varied styles of kites from Aotearoa and around the world. Number skills, fractions, percentages, ratios, and algebra will all come into play to ensure your kites fly with the wind when trialled and tested.</p>			

FOUNDATION MODULE Set G

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

This set does **NOT** contain **Science** or **Technology**, you will need to select at least one [Science](#) and one [Technology](#) SPIN

FM1: English (Eleanor) Visual Arts (Mic)	FM2: Social Science (Aidan) Maths (Rāwiri)	FM3: Social Science (Maddy) Health & Physical Education (Natasha)
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Set G Descriptions:

Title:	Adaptations	KAMAR Code:	ADAPT8NS
Teachers:	Eleanor and Mic	Learning Areas:	English and Visual Arts

Description:

In this module, we will explore the connections between storytelling and image-making. We will examine different ways that various artists have visualised stories to make them more accessible and engaging. We will collaboratively plan and produce visual responses to the novels we are studying through small assignments, leading to a more involved outcome. In term two, we will shift our focus from storytelling with still illustrations to photography, video production, editing, and creating visual effects as part of a sequence to adapt part of a text into a moving image.

Title:	Mean Māori Mean	KAMAR Code:	MRIMEAN
Teachers:	Aidan and Rāwiri	Learning Areas:	Social Science and Maths

Description:

Every time new peoples have migrated to Aotearoa New Zealand, along with them came problematic, harmful stereotypes: from “Yellow Fever” to “brown savages”. In this module we will be investigating how these harmful stereotypes say more about the coloniser majority, than the people who they’re about. We will carefully pull apart each of these stereotypes by exploring how they have been presented in media, education and government legislation. We will also examine how the way these stereotypes have been shared has helped the coloniser majority maintain power. By the end of this course we will be able to unpack common stereotypes and instead celebrate and whakamana our cultural diversity.

Title:	Stories	KAMAR Code:	STORIES
Teachers:	Maddy and Natasha	Learning Areas:	Social Science and Health & Physical Education

Description:

Stories teach us about the past, give us guidance for the present and help forge our futures. What can these stories teach us about how we can work together when we are all different? In this module, we will discover the stories we are told and the stories we tell ourselves. You will explore cultural diversity by unpacking our understandings of wellbeing, movement and the influence of the media.

FOUNDATION MODULE Set H

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

This set does **NOT** contain **Social Science** or **Science**, you will need to select at least one [Social Science](#) and one [Science](#) SPIN

FM1: Health & Physical Education (Elizabeth) Performing Arts - Dance (Megan)	FM2: English (Jess N) Technology (Rachel)	FM3: Maths (Jess S) Visual Arts (Phoebe)
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Set H Descriptions

Title:	The Safety Dance	KAMAR Code:	SAFEDNCE
Teachers:	Elizabeth and Megan	Learning Areas:	Health & Physical Education and Performing Arts (Dance)

Description:

In this module, you will be exploring dance and games from various cultures locally and from around the world. We may be attending PolyFest, Te Matatini Herenga Waka Herenga Tangata, and an overnight Noho Marae (overnight stay at a marae). You will also work in groups to generate and produce a dance that will be based on safe relationships with yourself, others, and in society. We will explore games like Ki o Rahi, Kilikiti, and Ice Hockey as well as understanding the elements of dance and how they can be used to compose a dance sequence.

Title:	Storytime	KAMAR Code:	STRYTIME
Teachers:	Jess N and Rachel	Learning Areas:	English and Technology

Description:

In this module we will be exploring the art of storytelling and the different ways that ideas and messages can be communicated. We will be focusing on writing, speaking and traditional Māori puppetry, in order to share stories and appreciate the diversity of communication, today and throughout history.

Title:	Impress me	KAMAR Code:	PRESS
Teachers:	Jess S and Phoebe	Learning Areas:	Maths and Visual Arts

Description:

Want to impress? Literally or figuratively? In this module we will be using scale, proportion, orientation and other numeric reasoning to inform outcomes for printed artworks. We will look at traditional forms of printmaking and the relationship between the various shapes and technicalities of designs and where we see them in culturally diverse contexts. We will produce artworks that showcase both traditional methods and knowledge of mathematical relationships for a digital design. You will work individually while considering the relationship between your artwork and that of the rest of the class, contributing to a collaborative, large scale group piece that makes a big impression.

TERM 1 SPINS

Big Concept: Culture & Diversity

You will select three choices per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections.

Social Science	Science	Mathematics	English	Health & PE	TheArts	Technology	Languages	SYMTXT
FS 1			FS 2			FS 3		
<p>Sacred Cows [SACRDCW] Social Science, Maddy</p> <p>Description: Did you know that a cow is one of the most sacred animals in the world? Cows are held in high regard by several different religions and are the subjects of many stories. In this SPIN, you will consider different sacred animals across different cultures.</p>	<p>Mummified [MUMMIFY] Social Science, Maddy</p> <p>Description: How do different cultures deal with death? From differing views of the afterlife, protocols and practices, death is something that both unites us and sets us apart from each other. In this SPIN, you will investigate what has been, what is and what possibly comes after.</p>	<p>Symbolise [SMBOLISE] Social Science, Aidan</p> <p>Description: The bald eagle - demonstrating strength and power; the Crucifix symbolising Christ's death and resurrection; the Kowhaiwhai representing the whakapapa of an iwi. The world is filled with examples of icons used to symbolise many different cultures. In this SPIN, we will investigate how symbols are used in different cultures and the meaning behind them.</p>						
<p>Nation: Aotearoa [AOTEAROA] Social Science, Sam</p> <p>Description: What shapes a nation? In a growing interconnected world it is easy to lose sight of what has shaped the society you live in. From the beginning of Aotearoa history to current politics we will look at who we were in the past to who we are today. Figuring out what makes us, us - who are we as New Zealanders and people of the world.</p>	<p>What our Art Says [OURART] Social Science, Sam</p> <p>Description: Is art culture? Is music reflective of your identity? Through key moments in history we will examine how art and music has been used to display the ideals and values of people from different cultures. With a key focus on Aotearoa art and music we will investigate how other similar events in history have used such mediums to explore their sense of self.</p>	<p>Humankind [HUMANKND] Science, Alice</p> <p>Description: There is still a lot we don't know about the story of humankind. The Denisovans, one of our more recent ancestors, we know about only through a finger bone, some teeth and a few small bone fragments found in a cave in Russia. In this SPIN, we will explore our knowledge of human evolution by constructing representations of evidence for the existence of different species, their diet, culture and lifestyle, and how a few of them left Africa to populate the rest of the planet.</p>						
<p>Hidden Figures [HIDFIGS] Science, Andrea</p> <p>Description: How many scientific discoveries, evidence, and theories were generated by people who weren't old white dudes with crazy hair? How did being a woman or of a minority ethnicity affect the scientific discoveries these people made? In this SPIN, we will be exploring various scientific theories and discoveries, and looking at how these were influenced and represented by society. This may include people such as Rosalind Franklin and DNA, Gladys West and GPS, Ocean Mercier and Mātauranga Māori, Rangī Matamua and Matariki, Siouxsie Wiles and luminescent superbugs.</p>	<p>Why did the yoghurt go to the art exhibition? Because it was cultured. [YOGHURT] Science, Danielle</p> <p>Description: What does rēwena bread, kimchi, kefir, camembert, kombucha and kānga pirau have in common? They are all food products produced by using helpful microorganisms. In this SPIN we will explore fermented foods from across the globe to help us understand microbial cultures and their importance. We will make, eat and experiment with fermented foods, as well as use food as a way to teach others about science.</p>	<p>Complexity [COMPLEX] Science, Andrea</p> <p>Description: The human body is a complex thing, and we have a huge diversity of structures and functions within us! Unlike single-celled organisms, humans have many levels of organisation to keep our 30 trillion cells working together. In this SPIN, we will examine how these levels of organisation allow us to function. We will explore the differences in structure and function from cells to tissues to organs to organ systems to the whole body.</p>						
<p>Remodel [REMODEL] Science, Logan</p> <p>Description: The world is an incredible place, filled with things to understand and be curious about. Scientists help us understand these patterns and phenomena in our world by using models. In this SPIN we will investigate some of these different kinds of models that scientists have created to help society better understand our world, and start to develop some of our own models.</p>	<p>Basic algebra [LJABIT] Maths, Sandesh</p> <p>Description: Different cultures used algebra centuries ago to tackle some of the day to day problems. Did you ever wake up to one of those days where everything is a problem? Then you start to wonder: Why does everything have to be such a problem? In this course we will attack some real life problems using algebra. So are you brave enough to L-jab-it? Our main focus will be on algebra so if you are keen on doing algebra in the future, this SPIN is for you.</p>	<p>Algebra101 [SOLVER] Maths, Dhiren</p> <p>Description: Different cultures used algebra centuries ago to tackle some of the day to day problems. Did you ever wake up to one of those days where everything is a problem? Then you start to wonder: Why does everything have to be such a problem? In this course we will try to learn problem solving skills. Our main focus will be on algebra so if you are keen on doing algebra in the future, this SPIN is for you.</p>						
<p>News Beat [NEWSBEAT] English, Eleanor</p> <p>Description: This SPIN focuses on the diversity of perspectives in the world around us. Every week we will analyse a news issue that affects YOU. We will make sense of new articles, short stories, and poetry that connect to the issue. Eleanor will draw on her previous career in journalism to help show you the "behind the scenes" of commercial news to help you develop as a critical thinker.</p>	<p>Diverse Diaries [DIVDIARY] English, Eleanor</p> <p>Description: In this SPIN, we will hear from a diverse range of humans (both fictional and historical) who thought to keep a diary during their eventful young lives. You will have time in every class to follow their lead and keep a diary of your own. Our focus is on upskilling in our writing and reading comprehension.</p>	<p>Around the World [WORLDTRP] Maths, Greg</p> <p>Description: A great way to experience culture and diversity is through travel. In this module you will plan and cost your own overseas trip to a cultural and diverse place of your choosing using percentages, fractions, decimals, exchange rates and ratios. This is all about travel and money and how to get the best bang for your buck. This is a maths booster SPIN that will focus on improving your skills at levels 4 and 5 of the curriculum.</p>						

<p>Slice of Life [SLICE] English, Celeste</p> <p>Description: Those seemingly small moments in our lives are bound together to make us who we are. Through short stories and poetry, we will explore who the fantastic people of Aotearoa are and find our place in our multicultural motu.</p>	<p>Pasifika [PASIFIKA] Health & PE, Tome</p> <p>Description: In this SPIN we will explore traditional games from the Pacific Islands. We will look at the impact of sport on self, others and society.</p>	<p>Others Exist [WOMNXIST] English, Raegan</p> <p>Description: In this spin we will be exploring how the patriarchy shapes and conditions our thinking. We will make sense of how our values and cultures have developed and the concept of 'otherness'. We will study a range of texts to deep dive into this topic and we will explore how different people take social action.</p>
<p>Made in America [AMERICA] English, Kathryn</p> <p>Description: Just as cultures worldwide have influenced American culture, in the present day, American culture now influences the world. In this SPIN, we will explore culture and diversity in American literature and compare with Aotearoa's own stories. As a SPIN we will decide if it is <i>the land of the free and the home of the brave</i>.</p>	<p>Welcome to the Jungle [JUNGLE] Health & PE, Elizabeth</p> <p>Description: Stereotypes can be influenced by many factors like gender, cultures, religion, whanau, and sexuality. Why do they exist and how do they influence participation in sport? How can the media contribute to these stereotypes? We'll be looking at a range of national sports from New Zealand and other countries and make connections between them and the stigmas that are attached.</p>	<p>World of Sport [WRLDSPRT] Health & PE, Kogi</p> <p>Description: In this SPIN we will be looking at the various sports played throughout different cultures. You will have the opportunity to participate in Kilikiti, Ki-o-Rahi, AFL and other sports played throughout the world. There will be a focus on the culture of the different sports and how the media portrays physical activity. We will evaluate the influences of culture and media on our hauora.</p>
<p>Positive Influencer [ONLINE] Health & PE, Brydie</p> <p>Description: We will look at how the media portrays the health and fitness industry, the messages it sends and the culture it creates. We will explore different approaches to exercise/wellness (bootcamps, team sports etc) and the influencers that represent them, to see whether or not there is diversity shown in this industry. After exploring these ideas you will be thinking of strategies to improve this.</p>	<p>Pounamu2 [POUNAMU2] Technology, Rachel</p> <p>Description: We will be understanding the cultural significance of traditional Māori pounamu (greenstone) and investigating the design elements and principles of traditional Māori symbols. You will design a contemporary pendant that is influenced by traditional Māori pounamu designs. You will learn how to use Adobe Illustrator so that you can produce a file that enables your pendant design to be laser cut in acrylic.</p>	<p>Waharoa [WAHAROA] Technology, Liz</p> <p>Description: We will explore the cultural significance of waharoa (gateway) to a whareniui. You will design a waharoa for our school entranceway at the centre of our school using the whakapapa and the form of our building as inspiration. Working through a design process you will learn sketching, rendering, digital modelling and physical model making skills to visually communicate your design ideas.</p>
<p>B is for BUILD [B4BUILD] Technology, Tony</p> <p>Description: We will be making from 'go to whoa! Have you been wondering what's going on down in the far reaches of the HPSS building...well, here's your opportunity to find out. We all like stuff, right? So here's an opportunity to learn about some 'stuff', how and why it exists at all. No prior experience required, just an interest in creating your own stuff that you can take home and impress your whanau and friends with.</p>	<p>Scripts Play - Culture [SCRIPTS1] Performing Arts, Jack</p> <p>Description: In this SPIN we will be looking at a piece of theatre that links in with the overall term's topic of Culture and Diversity. We will read, analyse and then perform an extract from the chosen play. This class is perfect for anyone who wants to give performing a go.</p>	<p>Kai Culture [FOODCULT] Technology, Mark</p> <p>Description: Why is food such an important part of peoples' culture? How does kai change across different cultures, contexts and uses? In this SPIN, we will be working through the design process to design and model a food product which is suitable for our local context, here in Onekiritia.</p>
<p>Mega Myth [MEGAMYTH] Drama, Jack</p> <p>Description: In this SPIN we will be looking at the wonderful world of myths and stories from different cultures. This class will involve devising to create your own interpretation of an exciting and thrilling story. This class is a storyteller's dream.</p>	<p>He Kupu Hei Kanikani [KANIKANI] Dance, Megan</p> <p>Description: In this SPIN, He Kupu Hei Kanikani (Dancing with Words) you will explore dance in a bi-lingual context, discover dance games using te reo Māori and explore dance making using Māori myths and legends as a stimulus to produce a dance work. This SPIN gives you the tools needed for Level 1 NCEA dance where we explore dance briefs within the context of whanaungatanga (close connection between people).</p>	<p>Short Fuse [FUSION] Dance, Megan</p> <p>Description: Dance innovators like Aotearoa's <i>Royal Family Dance Crew</i> fused urban Polynesian culture and Hip Hop dance to create Polyswagg. Bollywood originated from fusing Indian classical dance and western dance genres. We will explore and test "What is fusion dance?". When does fusion dance stop being cultural appropriation and begin to help revive and keep culture alive through dance? We will explore this dance then create and perform our own fusion dance work.</p>
<p>Musical Culture [MUSECULT] Music, Jeni</p> <p>Description: Using music we will explore culture and diversity through playing, creating, and learning about a wide variety of music. Learners will be able to build some basic performance skills on guitar, voice, ukulele, drums, keyboards and bass guitar. There will be a focus on music from around the globe so that we broaden our understanding of musical systems beyond the traditional dominance of Western European Music.</p>	<p>Moji [MOJI231] Japanese taster/full year, Maryann</p> <p>Description: In this SPIN you will learn to communicate information about yourself in Japanese and explore Japanese culture. You will also learn to read and write Japanese characters.</p>	<p>Adornment [ADORN] Visual Arts, Michelle</p> <p>Description: Have you ever wanted to learn watercolour techniques? In this SPIN we will investigate the meaning of adornment within different cultures and diversities. You will look at connections to your whakapapa, whenua while discovering traditional patterns in either textiles, flora and fauna, or architecture. You will learn different watercolour techniques and experiment with inks and mixed media to bring your artworks to life. We will explore artists such as Frances Hodgkins, Sophia Minson and Jennifer Tyers.</p>

<p>Poi Toi [POITOI] Visual Arts, Phoebe</p> <p>Description: In this SPIN you will create a large scale, collaborative, installation artwork in response to the Matariki constellation. We will explore grid drawing, embroidery, poi and contemporary Māori art.</p>	<p>Figures [FIGURES] Visual Arts, Phoebe</p> <p>Description: What is culture and diversity? We will explore what these concepts mean in a range of contexts for different groups of people. You will then focus on one culture within society, select a figurehead and develop hyper realistic portraiture based on these icons. Think Biggie, Dalí, Whina Cooper, Freddy Mercury or AOC.</p>	<p>Whakairo Pepa [PEPA] Visual Arts, Mic</p> <p>Description: 'He toi whakairo, he mana tangata' - 'Where there is artistic excellence, there is human dignity'. In this SPIN we will be exploring papercraft and printmaking processes, combining these with whakairo (carving) and other Māori artforms in order to grow our understanding of the connections between cultural knowledge and artistic expression.</p>
<p>Never Work With Animals [ANIMALS] Visual Arts, Amanda K</p> <p>Description: "Never work with animals", is a famous saying when it comes to Art making. In this SPIN we are going to do just the opposite and go wild exploring how the inclusion of animals in artworks can be symbolic by telling a story about identity, self, place, culture and diversity. You will then make your own animal inspired Art that investigates a diversity of media, techniques and ideas.</p>	<p>Kākano 1G [KAKANO1G] Te Reo taster, Rāwiri</p> <p>Description: In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>	<p>Kākano 1H [KAKANO1H] Te Reo taster, Rāwiri</p> <p>Description: In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>
<p>SYMTXT10 Numeracy [SYM10231] Numeracy, Marion</p> <p>Description: This SPIN is designed for selected Year 10 students in order to provide extra support with numeracy skills. We will work on breaking concepts into smaller, more manageable chunks. Support will also be provided for learning in your maths module.</p>	<p>SYMTXT10 Literacy [TXT10231] Literacy, Kathryn</p> <p>Description: This class is designed for selected Year 10 students to upskill their literacy. It will help you make connections to other learning areas and support you with strategies for learning.</p>	<p>SYMTXT9 [SNL9231] Literacy and Numeracy, Kathryn & Beth</p> <p>Description: This class is designed for selected Year 9 students to upskill their literacy and numeracy. It will help you make connections to other learning areas and support you with strategies for learning.</p>

TERM 2 SPINS

Big Concept: Relationships

You will select three choices per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections.

Social Science	Science	Mathematics	English	Health & PE	TheArts	Technology	Languages	SYMTXT
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FS 1	FS 2	FS 3
<p>Porotēhi [POROTEHI] Social Science, Maddy</p> <p>Description: Tino Rangatiratanga, the hikoi of 1975, occupations and apologies. How have different peoples sought to have their voices heard? In this SPIN, we will explore the marginalisation of people and resulting protests in Aotearoa and abroad to see how different movements of action make change and create ripples that stimulate movements.</p>	<p>War! What is it good for? [GOOD4WAR] Social Science, Maddy</p> <p>Description: War! What is it good for? Absolutely nothing. How has war in our past informed our society today? In this SPIN, you will investigate wars in Aotearoa, Te Tiriti o Waitangi and the impact this has had on the development of our bicultural nation. You will also consider the impact of Te Tiriti o Waitangi on our society today.</p>	<p>Mana Taurite [MANA] Social Science, Aidan</p> <p>Description: Te Tiriti o Waitangi is the founding document of our nation and while it began with good intentions, it has not stayed this way. Mana Taurite, or inequity between Māori and Pākehā is the result of this relationship today. So how did we end up here and what could be done to fix it? In this SPIN, we will try to answer these questions and more as we explore the relationship between the Crown and Māori and what needs to be done to address the ongoing Mana Taurite between Māori and Pākehā.</p>
<p>Societal Shifts [PAKANGA] Social Science, Sam</p> <p>Description: The relationship between Māori and Pākehā in Aotearoa has been rocky at the best of times. In this SPIN we will examine the wars and battles that occurred in Aotearoa due to the rising tensions and growing interactions of Māori and Pākehā. Wars in Waikato, Taranaki and the North will be covered along with their key causes and consequences for both Treaty partners.</p>	<p>Ngā Pakanga o Aotearoa [SHIFTS] Social Science, Sam</p> <p>Description: Through the decades Aotearoa has been no stranger to shifts in society. In exploring different moments of clash between Pākehā and Māori we will look at how and why New Zealand's society has changed in the 20th century. Starting in the early 1900s we will examine the relationships within Aotearoa and how society has been affected by these interactions.</p>	<p>Creatures [CREATURE] Science, Alice</p> <p>Description: Hobsonville is home to many communities of living creatures; some in the pond on our doorstep, others in the forest on the point, and yet more along the shoreline. Each community is a delicate balance of creatures that each play a defined role in their combined survival. In this SPIN, we are going to get to know the species that live in Hobsonville by learning how to identify different plants and animals, taking inventories of different habitats, and making sense of the relationships they have with one another.</p>
<p>Taiao [TAIAO] Science, Andrea</p> <p>Description: In this SPIN, we will examine the relationship between living things and the environment that they live in. How do various living things such as plants and microorganisms respond and change when their environment changes? We will design and carry out practical investigations to help us understand this. We will also look into extreme versions of how life happens, such as zombie parasites and extremophiles.</p>	<p>Starship HPSS [STARSHIP] Science, Danielle</p> <p>Description: "Space: the final frontier. These are the voyages of the starship HPSS. Its mission is to explore strange new worlds. To seek out new life and new civilizations. To boldly go where no human has gone before!" This SPIN will explore the possibility and probability of aliens. Are we alone in the universe? What if there is life on other planets? Could there be life on other planets? What might life on other planets be like? Join Starfleet now. The first mission commences on stardate -299892.10426179605</p>	<p>Wavelike [WAVELIKE] Science, Andrea</p> <p>Description: What is the relationship between humans and colour and sound? How have we utilised it and manipulated sound and light over human history to make our lives better? How do animals use sound or colour to communicate? This SPIN will investigate various aspects of sound and light, including how we can control sound transmission, how natural pigments can be used, and how we might use sound or light to improve wellbeing.</p>
<p>Murder Mystery [WHODIDIT] Science, Logan</p> <p>Description: Have you got what it takes to catch a criminal? In this SPIN we will learn about the importance of evidence found at a crime scene. We will look at the important and ever changing relationship between criminology and forensic science. This SPIN will cover forensic methods such as fingerprints, blood typing and glass fragments.</p>	<p>Model1 [MODEL1] Maths, Sandesh</p> <p>Description: Mathematical modelling is the process of describing a real world problem in mathematical terms, usually in the form of equations. With modelling we can travel to the edge of the universe, peer into the heart of the atom, and understand the future of our climate. In this SPIN we will investigate relationships by using mathematical modelling and desmos software to create graphs and equations to model nature and everyday life. Our main focus will be on algebra so if you are keen on doing algebra in the future, this SPIN is for you.</p>	<p>Model2 [MODEL2] Maths, Dhiren</p> <p>Description: Mathematical modelling is the process of describing a real world problem in mathematical terms, usually in the form of equations. With modelling we can travel to the edge of the universe, peer into the heart of the atom, and understand the future of our climate. In this SPIN we will investigate relationships by using mathematical modelling and desmos software to create graphs and equations to model nature and everyday life. Our main focus will be on algebra so if you are keen on doing algebra in the future, this SPIN is for you.</p>
<p>Friendos [FRIENDOS] English, Eleanor</p> <p>Description: This SPIN is all about that good ship, friendship. We'll explore whether it's smooth sailing or stormy seas.</p> <p>We will develop stories about a complicated friendship between two developed characters. Novels: The Outsiders; Charlotte's Web; Slice of Heaven; White Lies, Maori legends and Fairytales (+More!).</p>	<p>Are birds real? [WATSREAL] English, Eleanor</p> <p>All about conspiracies: In this SPIN we will read a range of texts where something... just... isn't... right.</p> <p>Our novel is The Giver by Lois Lowery. We will read this together in class and dive into shorter connected texts that also address secret groups doing secret, evil stuff. We will also look at the factors contributing to the rise of conspiracies like "all birds have been replaced with drones" or "Australia doesn't exist".</p>	<p>Nice Logo [NICELOGO] Maths, Greg</p> <p>Description: In this SPIN we will look at how to model shapes and logos using graphical mathematics tools. The focus will be on understanding and designing a series of equations that represent a logo or shape in 2D space. We will use algebraic methods such as tables, graphs, linear and quadratic equations and how these relate to each other. We will explore the idea of how these mathematical equations can be used to represent creative concepts. This is a maths booster SPIN that will focus on improving your skills at levels 4 and 5 of the curriculum.</p>

<p>Loyal Siblings [LOYAL] English, Celeste</p> <p>Description: Siblings generally spend more time together during childhood than they do with their parents. No matter how close you are, there will be moments of sibling rivalry. In this SPIN, we will read novels exploring siblings' complex relationships.</p>	<p>Squad [SQUAD] Health & PE, Tome</p> <p>Description: In this SPIN we will participate in team building activities. We will explore and develop the interpersonal skills that are important to make a team function effectively. We will also consider how these interpersonal skills can help to keep you safe in various relationships.</p>	<p>Existentialism [PRECIOUS] English, Raegan</p> <p>Description: What will you do with your one wild and precious life? In this SPIN we will explore existentialism across a range of literature and analyse how people make sense of the meaning of life in their connections to and relationships with others, the environment and themselves.</p>
<p>I Got You [GOTYOU] English, Kathryn</p> <p>Description: If you love stories about best friends, both human and animal, then this is the SPIN for you. Together we will explore stories of friendships that span across families, communities, people and pets. These stories bring together the unlikeliest of friends during difficult times and show us how relationships can shape our lives in a myriad of ways.</p>	<p>Steaming [STEAMING] Health & PE, Elizabeth</p> <p>Description: In this SPIN you will reflect on and describe how you use interpersonal skills to contribute to a team while taking part in various sports. We will specifically look at Communication, Cooperation, Giving and receiving feedback, Negotiation, Conflict resolution, Supporting & Encouraging others, Problem Solving, Inclusiveness, and Acceptance of Diversity. We will also explore the idea of keeping safe in relationships.</p>	<p>FREEMY2 [FREEMY2] Health & PE, Kogi</p> <p>Description: Cooperative learning helps to improve social outcomes for all teams and groups from beginner sport to competitive national sports teams. In this SPIN we will look at working together in small groups to accomplish shared goals. We will look at the relationship building of international teams in different sports throughout the world. We will participate in team sports/ activities and use interpersonal skills to display sportsmanship and we will explore strategies for keeping safe in relationships</p>
<p>Mixed Messages [MIXED] Health & PE, Brydie</p> <p>Description: In this SPIN we will explore what it takes to work with others, lead, communicate and solve problems both in and out of sport. You will be participating in a range of team sports and look at the different group dynamics that exist in sport and how to navigate the diverse relationships that can occur for youth.</p>	<p>Interior Space [INTSPACE] Technology, Rachel</p> <p>Description: We will be exploring the relationship between effective interior spaces and emotional wellbeing. You will design and plan an interior for a bedroom/study space following the design process, and use digital 3D modelling to present the final outcome of your interior.</p>	<p>Archimodel [ARCMODEL] Technology, Liz</p> <p>Description: We will explore the relationship between 2D elevations and 3D modelling within the context of architecture. You will aim to produce high quality outcomes for the design of a small building using different viewpoints through digital modelling tools such as Google SketchUp as well as physical model making.</p>
<p>MAKE MAKE [MAKE] Technology, Tony</p> <p>Description: Making from 'go to whoa! Have you been wondering what's going on down in the far reaches of the HPSS building...well, here's your opportunity to find out. No prior experience required, just an interest in creating great little products to impress your friends and whanau with. Making things for others is a great way to show you appreciate them and what they may be doing to enhance your wellbeing. If you took B is for Build in Term1, you will be able to test your new skills with more challenging designs.</p>	<p>Scripts Play - Relationships [SCRIPTS2] Performing Arts, Jack</p> <p>Description: In this SPIN we will be looking at a piece of theatre that links in with the overall term's topic of Relationships. We will read, analyse and then perform an extract from the chosen play. This class is perfect for anyone who wants to give performing a go.</p>	<p>Ryes & Dine [RYESDINE] Technology, Mark</p> <p>Description: We will be exploring the relationship between ingredients, food processing methods and outcome attributes in the context of baked goods. You will aim to produce an outcome for a local event and stakeholders.</p>
<p>Movement [MOVEMENT] Drama, Jack</p> <p>Description: In this SPIN we will be looking at Physical theatre and what this theatre form means to us as performers. This class will teach you how to develop your motor skills as well as help you connect your ideas and concepts through movement. There will be a group performance outcome in this class.</p>	<p>Out of Site, Out of Mind [SITES] Dance, Megan</p> <p>Description: In this SPIN you will be working outside and around the neighbourhood to explore what is not able to be seen and so not thought about. You will work collaboratively to produce a group work that communicates an idea, based on your chosen site and your relationship to it. We will explore movement, space and time relationships and use effective choreographic tools to help bring your vision to life! You may choose to dance in or to be the choreographer for your site specific dance, either way, each group will work towards a final performance outcome. Bring your creative ideas and an open mind!</p>	<p>It Takes Two, Baby! [TWO] Dance, Megan</p> <p>Description: It takes two, baby. Just me and you. Just takes two. Whether it's SpongeBob and Patrick, Ross and Rachel, Fred and Ginger, or Batman and Robin, we all have a favourite hero and their partner in crime, or in life. In this SPIN you will be working in your own dynamic duo to learn the art of partnering. Using the dilemma of relationships and how they work, we will explore a dancers' relationship to themselves, others, the space around them, to props and the audience. What you will explore and learn in this SPIN, will prepare you for internal assessments in NCEA dance.</p>
<p>Relate Music [REALMUSE] Music, Jeni</p> <p>Description: We will identify the connections and relationships between musical forms, genres, and eras. We will discover and decode the complex invisible connective tissue that exists between seemingly unrelated musical styles and cultures. Expect to be pushed from your personal music comfort zones and to be exposed to some of the most interesting pieces of music and the stories behind these important musical treasures. All things musical are related.</p>	<p>Moji [MOJI232] Japanese taster/full year, Maryann</p> <p>Description: In this SPIN you will learn to communicate information about yourself in Japanese and explore Japanese culture. You will also learn to read and write Japanese characters.</p>	<p>Instafam [INSTAFAM] Visual Arts, Michelle</p> <p>Description: In this SPIN we will look at relationships to others and ourselves through connection with our phones and social media. Who do we connect with the most? Family, friends, or celebrities. You will develop your photographic and drawing skills while exploring the differences between social media and 'real' life.</p>

<p>Surrealists [SURREAL] Visual Arts, Phoebe</p> <p>Description: How can we find relationships between objects that may or may not fit together? In this SPIN, you will use Photoshop techniques to juxtapose objects and images together, creating surrealist compositions that wow the viewer!</p>	<p>Sketch Books [SKETCHY] Visual Arts, Phoebe</p> <p>Description: In this SPIN you will develop your sketchbook documentation skills. We will create physical sketchbook pages that respond to the imagery that was created prior. We will work with a wide range of media. This course will prepare you for NCEA Visual Arts documentation.</p>	<p>Art Intelligence [ARTINTEL] Visual Arts, Mic</p> <p>Description: Our new robot overlords have already taken over. In this SPIN we'll be looking at AI art generators and exploring the relationship between humans, intelligence, imagination, creativity and "the machine". Our investigations will guide our own intelligent art creations</p>
<p>Beauty and the Beast [BEUTNBST] Visual Arts, Amanda K</p> <p>Description: This SPIN investigates the Beauty of art making outcomes and relationships that it encounters along the way. How can we control a perceived "beastly" media towards a beautiful end result? How does the viewer's relationship to the Artwork affect how it is "read"? How do media and techniques work together to achieve meaning? Refine your technical skills, and gain a greater understanding of Art making relationships.</p>	<p>Kākano 2G [KAKANO2G] Te Reo taster, Rāwiri</p> <p>Description: In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>	<p>Kākano 2H [KAKANO2H] Te Reo taster, Rāwiri</p> <p>Description: In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>
<p>SYMTXT10 Numeracy [SYM10232] Numeracy, Marion</p> <p>Description: This SPIN is designed for selected Year 10 students in order to provide extra support with numeracy skills. We will work on breaking concepts into smaller, more manageable chunks. Support will also be provided for learning in your maths module.</p>	<p>SYMTXT10 Literacy [TXT10232] Literacy , Kathryn</p> <p>Description: This class is designed for selected Year 10 students to upskill their literacy. It will help you make connections to other learning areas and support you with strategies for learning.</p>	<p>SYMTXT9 [SNL9232] Literacy and Numeracy, Kathryn & Beth</p> <p>Description: This class is designed for selected Year 9 students to upskill their literacy and numeracy. It will help you make connections to other learning areas and support you with strategies for learning.</p>

F FOUNDATION Hard Copy SELECTIONS SHEET

Name		<p>MODULES: You will need to select three Module sets out of Set A, B, C, D, E, F and G. There is no ranking - just choose three you would like to do. These sets will contain coverage for MOST Learning Areas, with the missing areas being covered in your SPINs</p> <p>SPINs: You will select three choices per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections. (You may be moved into a SPIN that you did not select for learning area coverage if it is not included in your SPIN selections).</p>
NSN		
Hub Coach		

ALL students are required to cover the NZ Curriculum Learning Areas:

Arts, Technology, English, Science, Social Science, Maths, Health & PE Learning Areas and Te Reo Māori (Year 9). Other languages are optional.

Add
choice
here

<p>FOUNDATION MODULE Set A This set does not contain Arts - You will need to select at least one Arts SPIN</p>		
<p>FM1: BAKEHIST Social Science (June) Technology - Food (Gabby)</p>	<p>FM2: FOD4LIFE Science (Ghada) Health & Physical Education (Brydie)</p>	<p>FM3: JOURNEY Maths (Judith) English (Eleanor)</p>

<p>FOUNDATION MODULE Set B This set does not contain Technology - You will need to select at least one Technology SPIN</p>		
<p>FM1: RANGI Science (Alice) Maths (Tanya)</p>	<p>FM2: 24UNME English (Toni) Health & Physical Education (Tome)</p>	<p>FM3: RARURARU Social Science (Nick) Performing Arts - Drama (Jack)</p>

<p>FOUNDATION MODULE Set C This set does not contain English - You will need to select at least one English SPIN</p>		
<p>FM1: CHANGERS Maths (Sandesh) Health & Physical Education (Ryan)</p>	<p>FM2: ART4LYF Social Science (Katie) Visual Arts (Jade)</p>	<p>FM3: SIM Science (Cairan) Technology - Hard Materials (Tony)</p>

<p>FOUNDATION MODULE Set D This set does not contain Health & Physical Education - You will need to select at least one Health & Physical Education SPIN</p>		
<p>FM1: USNTHEM Social Science (Sam) English (Raegan)</p>	<p>FM2: TOYS2 Maths (Jess S) Technology - Hard Materials (Tony)</p>	<p>FM3: ZZZGIANT Science (Ghada) Visual Arts (Jade)</p>

<p>FOUNDATION MODULE Set E This set does not contain Social Science or Health & Physical Education - You will need to select at least one Social Science and one Health & Physical Education SPIN</p>		
<p>FM1: SURVIVOR English (Kathryn) Visual Arts (Michelle)</p>	<p>FM2: MKLR Science (Brendan) Technology - Food (Gabby)</p>	<p>FM3: BIVOUAC Maths (Sally) Technology - DVC (Liz)</p>

<p>FOUNDATION MODULE Set F This set does not contain Health & Physical Education - You will need to select at least one Health & Physical Education SPIN</p>		
<p>FM1: NTERVENE Science (Andrea) English (Glenn)</p>	<p>FM2: HUMANSHP Social Science (Maddy) Visual Arts (Phoebe)</p>	<p>FM3: FLYINGHI Maths (Greg) Technology (Rachel)</p>

<p>FOUNDATION MODULE Set G This set does not contain Science or Technology - You will need to select at least one Science and one Technology SPIN</p>		
<p>FM1: ADAPT8NS English (Eleanor) Visual Arts (Mic)</p>	<p>FM2: MRIMEAN Social Science (Aidan) Maths (Rāwiri)</p>	<p>FM3: STORIES Social Science (Maddy) Health & Physical Education (Natasha)</p>

<p>FOUNDATION MODULE Set H This set does not contain Social Science or Science - You will need to select at least one Social Science and one Science SPIN</p>		
<p>FM1: SAFEDNCE Health & Physical Education (Elizabeth) Performing Arts - Dance (Megan)</p>	<p>FM2: STRYTIME English (Jess N) Technology (Rachel)</p>	<p>FM3: PRESS Maths (Jess S) Visual Arts (Phoebe)</p>

TERM 1 SPINS

All Learning Areas have been colour coded for easy reference. **Select SPINs** that are not covered in Module Sets.

Social Science	Science	English	Mathematics	Health & PE	TheArts	Technology	Languages	SYMTXT
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- All Year 9 students will be assigned to a ONE TERM SPIN (in SPIN 1) of Te Reo Māori in Community based groups. **Term 1: Onekiritea, Term 2: Waiarohia.**
- Select three choice per SPIN line (SPIN 1, SPIN 2, SPIN 3)

T1, F SPIN 1		T1, F SPIN 2		T1, F SPIN 3	
Sacred Cows [SACRDCW] Social Science, Maddy		Mummified [MUMMIFY] Social Science, Maddy		Symbolise [SMBOLISE] Social Science, Aidan	
Aotearoa [AOTEAROA] Social Science, Sam		What our Art says [OURART] Social Science, Sam		Humankind [HUMANKND] Science, Alice	
Hidden Figures [HIDFIGS] Science, Andrea		Why did the yoghurt go to the art exhibition? Because it was cultured. [YOGHURT] Science, Danielle		Complexity [COMPLEX] Science, Andrea	
Remodel [REMODEL] Science, Logan		Basic algebra [LJABIT] Maths, Sandesh		Algebra101 [SOLVER] Maths, Dhiren	
News Beat [NEWSBEAT] English, Eleanor		Diverse Diaries [DIVDIARY] English, Eleanor		Around the World [WORLDTRP] Maths, Greg	
Slice of Life [SLICE] English, Celeste		Pasifika [PASIFIKA] Health & PE, Tome		Others exist [WOMNXIST] English, Raegan	
Made in America [AMERICA] English, Kathryn		Welcome to the Jungle [JUNGLE] Health & PE, Elizabeth		World of Sport [WRLDSPRT] Health & PE, Kogi	
Positive Influencer [ONLINE] Health & PE, Brydie		Pounamu2 [POUNAMU2] Technology, Rachel		Waharoa [WAHAROA] Technology, Liz	
B is for Build [B4BUILD] Technology, Tony		Scripts Play - Culture [SCRIPTS1] Performing Arts, Jack		Kai Culture [FOODCULT] Technology, Mark	
Mega Myth [MEGAMYTH] Drama, Jack		He Kupu Hei Kanikani [KANIKANI] Dance, Megan		Short Fuse [FUSION] Dance, Megan	
Musical Culture [MUSECULT] Music, Jeni		Moji [MOJI231] Japanese taster/full year, Maryann		Adornment [ADORN] Visual Arts, Michelle	
Poi Toi [POITOI] Visual Arts, Phoebe		Figures [FIGURES] Visual Arts, Amanda K		Whakairo Pepa [PEPA] Visual Arts, Mic	
Animals [ANIMALS] Visual Arts, Amanda K		Kākano 1G [KAKANO1G] Te Reo taster, Rāwiri		Kākano 1H [KAKANO1H] Te Reo taster, Rāwiri	
SYMTXT10 Numeracy [SYM10231] SYMTXT, Marion		SYMTXT10 Literacy [TXT10231] SYMTXT, Kathryn		SYMTXT9 [SNL9231] SYMTXT, Kathryn & Beth	

TERM 2 SPINS

All Learning Areas have been colour coded for easy reference. **Select SPINs** that are not covered in Module Sets.

Social Science	Science	English	Mathematics	Health & PE	TheArts	Technology	Languages	SYMTXT
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- All Year 9 students will be assigned to a ONE TERM SPIN (in SPIN 1) of Te Reo Māori in Community based groups. **Term 1: Onekiritea, Term 2: Waiarohia.**
- Select three choice per SPIN line (SPIN 1, SPIN 2, SPIN 3)

T2, F SPIN 1		T2, F SPIN 2		T2, F SPIN 3	
Porotēhi [POROTEHI] Social Science, Maddy		War! What is it good for? [GOOD4WAR] Social Science, Maddy		Mana Taurite [MANA] Social Science, Aidan	
Ngā Pakanga o Aotearoa [PAKANGA] Social Science, Sam		Societal Shifts [SHIFTS] Social Science, Sam		Creatures [CREATURE] Science, Alice	
Taiao [TAIAO] Science, Andrea		Starship HPSS [STARSHIP] Science, Danielle		Wavelike [WAVELIKE] Science, Andrea	
Murder Mystery [WHODIDIT] Science, Logan		Model1 [MODEL1] Maths, Sandesh		Model2 [MODEL2] Maths, Dhiren	
Friendos [FRIENDOS] English, Eleanor		Are birds real? [WATSREAL] English, Eleanor		Nice Logo [NICELOGO] Maths, Greg	
Loyal Siblings [LOYAL] English, Celeste		Squad [SQUAD] Health & PE, Tome		Existentialism [PRECIOUS] English, Raegan	
I Got You [GOTYOU] English, Kathryn		Steaming [STEAMING] Health & PE, Elizabeth		Frenemy2 [FRENEMY2] Health & PE, Kogi	
Mixed Messages [MIXED] Health & PE, Brydie		Interior Space [INTSPACE] Technology, Rachel		Archimodel [ARCMODEL] Technology, Liz	
Make Make [MAKE] Technology, Tony		Scripts Play - Relationship [SCRIPTS2] Performing Arts, Jack		Ryes & Dine [RYESDINE] Technology, Mark	
Movement [MOVEMENT] Drama, Jack		Out of Mind, Out of Site [SITES] Dance, Megan		It Takes Two, Baby! [TWO] Dance, Megan	
Relate Music [REALMUSE] Music, Jeni		Moji [MOJI232] Japanese taster/full year, Maryann		Instafam [INSTAFAM] Visual Arts, Michelle	
Surrealists [SURREAL] Visual Arts, Phoebe		Sketch Books [SKETCHY] Visual Arts, Amanda K		Art Intelligence [ARTINTEL] Visual Arts, Mic	
Beauty and the Beast [BEUTNBST] Visual Arts, Amanda K		Kākano 2G [KAKANO2G] Te Reo taster, Rāwiri		Kākano 2H [KAKANO2H] Te Reo taster, Rāwiri	
SYMTXT10 Numeracy [SYM10232] SYMTXT, Marion		SYMTXT10 Literacy [TXT10232] SYMTXT, Kathryn		SYMTXT9 [SNL9232] SYMTXT, Kathryn & Beth	